**New Mills SEND Information Report**

This report outlines the context, criteria and ethos around support of students with SEND at New Mills School.

**Children with Barriers to Learning. – working to our strengths – thinking differently.**

We all perceive and interact with the world in a slightly different way; our interpretation of people and events and actions is different, our creative abilities, our capacity to store and retrieve knowledge, analyse and evaluate, interpret and apply that understanding to new contexts, even the way we move through our environments and how we use our senses of sight, hearing, touch, taste, smell can be different. Our experience of childhood and upbringing and our understanding or love, security commitment and personal and social responsibility and social interactions are all different.

In addition, many children have learning differences. They affect the way information is learned and processed, and can affect literacy, memory, coordination, and the manipulation of letters and numbers. These differences can appear across all ranges of ability and with varying degrees of severity or significance. They are often hidden (i.e. many pupils with Specific Learning Difficulties (SpLD) will look and behave just like their peers and may even demonstrate no immediate learning differences) and a pupil may have more than one co-occurring difference. SpLD are lifelong conditions that can have a significant impact on a person’s life.  The profile of individuals with SpLD is affected by a range of factors, including the cluster of learning differences they experience, their ability, background and opportunities.

Therefore, an individual should be supported in a way that not only meets the needs of their particular differences, but also develops their strengths and abilities.

Focussing on a label is misleading and can be counter-productive both for the child, parents and teacher; all parties can underestimate ability and be guilty of lowering expectations of what can be achieved. Focussing on the specific differences, and providing for those individual needs and talking about the talents, desires and aspirations of the individual is likely to lead to far greater success.

**Ethos at New Mills.**

In our school, the starting point for understanding and provision for a child’s needs is that there are differences between all of us which are part of us and not what defines us. At New Mills School, we try to identify and answer needs and overcome barriers to learning where those differences may sometimes make learning in a school environment problematic.

**All children: -**

* are valued for the individuals they are and for the potential of the people they will become.
* are accepted for who they are and are expected to be accepting and welcoming of others including those they may perceive as “different”
* deserve to be supported in their learning and emotional development and are expected, without exception, to support others in their class and in the school in the same way.
* need to have dreams for their future and accept the reality and limitations of being in school and do their best to take advantage of their learning.
* need to make adjustments in their understanding and behaviour to learn as well as they can, and to help others to make adjustments to improve their learning.

**Teachers will: -**

* Seek to understand individual students and their differences.
* Seek to make students feel safe, secure and wanted in the classroom and create positive relationships with them.
* Be a partner with a student in developing his or her learning
* Make reasonable adjustments within the classroom to provide for those differences through differentiated delivery, dialogue and understanding
* Explain to students the limitations of learning together in a classroom of other children and help them to adjust behaviours where necessary to improve their own learning and support the learning of others.

**The school will: -**

* Endeavour to identify a child’s needs where there appear to be barriers to learning.
* Act in partnership with the student and parents to enter into a dialogue to support the student and **together** provide for their needs.
* Support those needs in school in accordance with the SEND Code of Practice (2015).

**Children will:-**

* Treat each other and their teachers/ teaching assistants with kindness and consideration
* Support each other in the classroom and help each other to learn.
* Recognise that not everyone learns in the same way and some people find some things difficult which they might find easy and vice versa and accept that difference.
* Listen to the teacher or teaching assistant and to each other.
* Encourage the efforts of others.
* Celebrate the successes of others
* Feel able to ask questions at appropriate times without feeling embarrassed.
* Never make fun of the question / answer / work of another student.

In accordance with the SEND Code of Practice (2015) we consider the views of children and young people, and their families or carers, and enable them to participate in discussion and decision making relating to their school lives and meeting any identified additional needs. We believe in a teamwork approach within a school/home/child partnership where home and school are partners who collaborate to identify and make provision to meet the needs of young people in school and support them at home, to enable them to access their learning and realise their potential. All students follow a full and balanced curriculum, appropriately differentiated according to their needs and all are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits.

We strongly believe that all children have a right to expect the same life chances and to experience a love of learning and that **every** child, regardless of academic or physical difficulties, has the right to take part in, enjoy and make progress in every aspect of school life.  We work hard to try to remove barriers to learning and the direction of any additional support provided is designed to try to do this and to encourage student independence and personal development. We want to ensure that at the end of our students’ school years they leave us prepared to live independent and fulfilling adult lives. Thus, any additional adult support in the classroom is not spoon feeding but is intended increasingly to help pupils understand, plan their work, find their own ways of working and learning effectively, and challenge them to make progress and become resourceful and resilient. Support is designed to move from a secure base to greater independence and where possible we are aiming to make ourselves redundant by the time students leave us in year 11.

We are an inclusive, caring school with a strong pastoral support system; children are supported pastorally by tutors, teaching assistants and the Year team managers, (Mrs Johnston, Year 7; Mr Bailey, Year 8 & 9; Mrs James, year 10 & 11) and academically by tutors, teachers, teaching assistants, progress leaders and members of the leadership team. Mrs Donnelly tracks attendance and resolves attendance issues and problem solves on behalf of students. The school’s approach to students is based around the extensive and on-running work we have done as a school on attachment and brain development, as part of Derbyshire’s Attachment Aware Schools’ Programme.

**Identification**

Special Needs have a particular definition per the SEND code of practice (2015); a child or young person has a special need if they have a learning difficulty or disability which requires a special educational provision for him or her. A child has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or one which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age. Per the Equality Act, a person has a disability if they have ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’ Thus there is the combined idea of needing additional provision and the idea of its being long term (for a year or more.)

Identification of students with Special Educational Needs are guided by the SEND Code of Practice 2015 which categorises SEND under four headings, namely:-

* Communication and Interaction,
* Cognition and Learning,
* Social, Emotional and Mental Health and
* Sensory and/ or physical.

Some children could have needs in more than one category.

**Students with additional needs may be identified in the following ways:**

**a) For students entering Year 7:**

* by the SENCo attending the Transition Reviews which are held in Years 5 and 6 for students with an Education, Health and Care Plan or for those on Higher Needs Funding such as GRIP (Derbyshire’s’ graduated response interim payment process)
* by liaising with and visiting Primary Schools to gather valuable information about students with additional needs including asking about access arrangements at key stage 2 SATs
* by studying student records, KS2 SATs results and advice from Year 6 teachers.
* By review of year 7 Cognitive Abilities Tests (CATS) held in September/early October especially looking at disparities between different skills within the CATS rather than focusing on average scores.
* By review of reading ages supplied from baseline tests of the accelerated reading scheme at the start of year 7.
* Where we have highlighted students needing support with reading, TAs conduct additional one to one reading tests (York Assessment of reading tests) in the learning support base to give us a more detailed idea of the specific areas of needs relating to literacy.
* By teacher or other staff member’s concern
* By parental concern
* Through conversation with individual students.

Students already on the SEN Register at Primary School will automatically be placed on the same Stage at the beginning of Year 7.  However, once the results of the tests above are collated, some changes in placement on the Register may be made.  If this is the case, parents will be informed.

**b)  Students already at the School**

Initial concerns about students already at the school may be raised by teachers, parents/carers or indeed by the student themselves.  When concern has been raised, the following procedures will take place:

* information is gathered from various sources
* by review of reporting data where students may be showing signs of difficulty aking progress as expected
* By teacher or other staff member’s concern
* By parental concern
* Through conversation with individual students.
* Sometimes students may raise awareness of issues with peers
* There may be persistent social or emotional issues which are longstanding and not resolved despite effective management within the usual school systems
* if appropriate, diagnostic testing is carried out
* guidance may be sought from outside agencies, for example, the Educational Psychologist, medical referrals, CAMHS referrals for ASD / ADHD assessments, Speech and Language therapists
* if appropriate, the student is placed on the SEN Register at ‘SEN Support’
* if appropriate, a support programme is devised and implemented.
* Parents/carers are involved, where possible, at each stage and are positively encouraged to work with us in supporting their child.

In line with the updated SEN Code of Practice (2015) the SEN Register is split into 2 Stages –

1. **SEN –E** - ‘**Education, Health and Care Plan’ (EHCP) –**this is for higher needs learners with high level, complex special needs which need to be brought together in a plan.

**SEN- HNG Higher Needs GRIP**–this is for higher needs learners who access higher needs funding to make the required provision but do not need those needs bringing together in a plan

**SEN-K SEND Support -** this is for students who need ongoing support and provision that is 'additional to' and 'different from' the support that all students receive in the classroom .

**and**

1. **“SEN awareness” (A) –** these are students who may have some learning differences, but are making progress in the classroom and do not need any additional or different support to that which is normally available in the classroom. They may be students who did originally need more support but do not any more. Identifying them enables us to keep an eye on their progress and ensure that they continue to progress.

All students are tracked every time there is reporting and a level of concern is indicated on an internal school report, if students are falling behind, so that we know how to help a child to improve and whether they need to move on or off the SEN support register, or whether they are a higher needs learner who may need access to additional funding via GRIP or and EHCP.

**Provision**

**School support** provides a **graduated response** to needs and is divided into: -

**Wave 1 Interventions** – are interventions which can be made within the classroom by the teacher to make adjustments for learning differences identified. This is **quality first teaching** taking account of the needs of all learners. Adjustments are required to be made in the classroom in the first instance to ensure students have the same access to learning. Often these are adjustments are those which can be made for all students to meet the needs of the SEND student while not prejudicing the neuro-typical students. Usually these adjustments are sufficient for a student to be able to make progress.

**Wave 2 interventions** – are interventions in school by school staff over and above those taking place in the usual classroom situation to address unmet learning differences. These are specific, time limited and for children who need additional help to make progress. This may be an individual or small group activity, (examples are 1:1 reading activities, small group booster learning). Year team managers may also form part of Wave 2 if they are spending significant periods of time with a SEND support over a longer duration which are greater than for those without SEND support.

**Wave 3 interventions –** describes targeted provision for a minority of children where wave 1 and 2 interventions have been insufficient to make progress, and it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions and / or interventions by third party groups (examples are the Integrated Pathways Team, including Tailor Made Pathways, an alternative curriculum, behaviour support, EP support) or alternative provision. At this level of intervention, the provision for a student can become highly personalised and the school may need access to higher needs funding to be able to meet the needs with a provision.

Generally, higher needs learners will have a significant element of wave 2 and 3 interventions in order to make progress.

Children needing support over and above the usual adjustments made in the classroom have their needs met by a skilled team of Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) who may support in the classroom with shared support or one to one if appropriate, or work in small groups, or conduct different learning interventions to build students’ skills. The Teaching Assistants also staff the Learning Support area in S4 before and after school and at lunchtime, which is a calm space for some students to take time out during break times and a place where homework is supported each day until 4 p.m.

Parents will be informed of Wave 2 interventions; Interventions are evaluated for effectiveness. Higher needs learners have their provision evaluated as part of either a GRIP review or a statutory annual review (for EHCPs). Parents’ and Children’s views are asked for before any review meeting. For students with an EHC plan, their progress and review of provision take place at a statutory Annual Review (SAR) when alterations to the provision can be put in place and amendments to the EHC plan requested. These are then taken to the Local Authority Panel to make a decision. Most students will not need a plan going forward to college post 16 as colleges can draw down higher needs funding for required provisions without a plan. Some with complex needs will need a plan to continue beyond 16.

The Local Authority operates a graduated response also. It expects most needs to be able to be met from the school’s normal resources, then where this is not deemed sufficient, schools can apply to the LA GRIP panel for GRIP funding which can be as much as Band 4 granted by an EHCP (up to £9150). GRIP funding is currently reapplied for after a year; however the LA is currently reviewing whether to grant GRIP for a key stage. Schools have to show how they have spent their normal resource funding and hoped for outcomes from the additional funding applied for. The expectation is that most needs can be met by the graduated response up to and including higher needs GRIP funding.

Schools may apply to the LA for an Education Health Care Needs assessment for a student where there are a range of complex needs which need to be brought together in a plan. A parent may write to the local authority at any time asking for an Education Health Care Needs assessment at any time. The request will be put to panel who will review the graduated response of the school and any existing evidence of need in deciding whether to grant a needs assessment. If this is granted, at this point all the evidence around the young person will be brought together and an EP will review the young person’s needs and talk to them and parents. A needs assessment is not the same as being granted a plan as the needs may be met by the graduated response and not need a plan. If the panel agrees that needs should be brought together in a plan then a draft will be issued by the locality SEND office to parents and school for review before a final plan is issued. The timescale from application to final plan is about 20 weeks unless there is delay in any stage of the process. Further information is available on the Derbyshire Local Offer website. <https://localoffer.derbyshire.gov.uk/#!/directory>

At New Mills School, we try hard to meet needs appropriately and as well as we can and may not always manage a perfect provision from the start, as not all interventions put in place may be effective straight away. A successful school life is made up of good relationships between students, parents and children and young people. We operate a “plan, do, review” cycle, and matching a child’s needs is most successful when the lines of communication are good and there is an understanding on both sides that if something is not working, we can collaborate about the best way forward and change the adjustment. The SENCO, progress leaders and Year team managers are always available to discuss any worries or concerns you may have about your child in school.

[jwinterbottom@newmillsschool.co.uk](mailto:jwinterbottom@newmillsschool.co.uk)

Drop in Wednesday 3.30-4.30 in office in Learning Support Area.

**Types of SEN we support**

* ASD - Autistic Spectrum Disorder
* ADHD – Attention Deficit Hyperactivity Disorder
* Specific Learning difficulties – e.g. Dyslexia / Dyscalculia / Dyspraxia / Verbal dyspraxia
* Hearing impaired students
* Visual impaired students
* Physical impaired students
* Emotional and social development and mental health issues
* Speech, Language and Communication difficulties
* PDA – Pathological Demand Avoidance
* Attachment disorder
* Tourette’s syndrome

**People supporting children with Special Educational Needs and Disabilities.**

**The SEND Co-ordinator (SENCo) is Mrs Joanna Winterbottom.**

She is responsible for overseeing the day to day operation of the school’s policy, liaising, advising and contributing to the training of fellow teachers and managing the team of Teaching assistants. She works to match and evaluate provision in school as effectively as possible to needs identified and liaises with students, parents, pastoral staff, teachers and teaching assistants and also external agencies including the Educational Psychologist, Behaviour Support, Early Help workers, CAMHS and Health Services, to ensure needs are identified as accurately and completely as possible. She also oversees the system in school of putting exam access arrangements in place and the testing where appropriate to decide on what those arrangements should be. Testing for access arrangements generally takes place in year 9 and those arrangements remain valid for post 16 education.

**Teaching Assistants and Higher Level Teaching Assistants**

We ensure Teaching Assistants are appropriately prepared and trained to support the curriculum, and that pupils are not separated from the curriculum as a result of being supported by a Teaching Assistant. Teaching Assistants provide classroom support as well as extra support outside the classrooms e.g. Homework Club every day after school, literacy spelling and maths support during Tutor Period, revision sessions, specialist support for behavioural/emotional difficulties and delivering small group interventions. A very small number of students access some of their lessons outside the mainstream classroom to enable them to develop their skills more appropriately. Higher Level Teaching Assistants can also deliver some lessons in their own right.

**HLTA – The Bridge**

Mrs Perkins is the HLTA who staffs the Bridge, the learning area for students who cannot manage to be present in mainstream classrooms. She supports those students to maintain their learning and hopes to re-integrate students into mainstream classrooms if possible.

**The Educational Psychologist**

The Educational Psychologist (EP) and the SENCo meet during the first half term and plan priorities for EP involvement in relation to assessing students’ needs and advising on their provision in order for the school to put an effective provision in place. The EP can also help with training and advising staff. She can also carry out well-being assessments, where students do not have learning differences, but whose progress is being impeded by long term social, emotional or mental health problems. As the title suggests, these assessments are designed to help with strategies to improve well-being and behaviour in school. Our EP is called Naomi Anderson.

**The Behaviour Support Worker**

The Behaviour Support Service worker listens to referred students and can help them to unpick situations and learn to understand how and why they react in a certain way in the classroom. Often, students can get stuck in cycles of behaviour. He can then give students strategies to help them to regulate themselves and find solutions for themselves to feel happier in school. He also advises staff on strategies for management of situations and student behaviour and can help to train staff in management of various learning differences such as e.g. PDA. Our BSS worker is called Richard Storm.

**Visually impaired advisory teacher / Physically impaired advisory teacher**.

Julie Goodfellow is the Local Authority’s advisor on visual impairment and advises the school on specialist provisions and classroom adjustments. She is involved in training teachers and teaching assistants about adjustments for specific students. Julie also gives advice about special provision and equipment for students with physical disability. In both of these roles she liaises with the student and parent.

**Hearing Impaired advisory teacher**

Sue Tucker comes into school to monitor students with hearing loss and advises the school and parents of her findings. She can also be involved in training staff.

**Autism Outreach**

Amanda Towers is out autism outreach teacher who offers advice about pupils who are having difficulties across the ASD spectrum. She can monitor and observe students in lessons and train staff.

**Out of School Tuition Service**

Where students are unable to come into school for an extended period and they have a medical reason they can access their education for a limited period from the Out of School Tuition Service (OOST). This service delivers lessons around core curriculum in the student’s home, or a venue nearby, or in school usually for two sessions a week. They will help students to re-integrate back into school, when they feel ready to do so. Referral to OOST has to be backed by a medical or CAMHS letter supporting the involvement of OOST as appropriate for the student’s situation.

**Mental Health and Well-being.**

The school is concerned about children who experience anxiety and who are unable to regulate their responses to the normal stresses and strains of every-day living.

There is a hierarchy of support for well-being, beginning with tutors and going up through the pastoral team and teaching assistants.

Two teaching assistants are trained to be ELSAs (Emotional Literacy Support Assistants); they work with students on short run targeted one to one interventions. Students who still experience significant distress can be referred for counselling; this is confidential. The school can also refer students to be seen at CAMHS in Buxton.

**CAMHS**

CAMHS can be involved with students in a variety of ways and can help them and their families when emotional or behavioural difficulties are disrupting home and school life. They advise the school about strategies to manage those students as well as possible in school. CAMHS also conduct assessments for ADHD and ASD and can make a diagnosis and offer advice.

**Early Help Intervention**

The Multi Agency Team was re-organised in the summer and now work with families where children are at “Child in Need” level. The school now has its own Family Support Worker, Mrs Hussey, who can help to support young people and families of children with additional needs.

**The SEND Office.**

The local authority has locality SEND officers – High Peak and North Dales office is located at Kents Bank Road in Buxton. SEND officers can advise students, parents and schools on provisions and funding and are asked to Annual Reviews from year 9 onwards to ensure a smooth transition onwards to adulthood.

**DIASS**

DIASS is Derbyshire’s independent advice service who will support parents and students through the EHCP process or in other situations where families may feel they need independent advice around the area of SEND. There is also an independent advocacy service.

LINKS

[Education Health & Care Plans](http://www.derbyshireiass.co.uk/images/ehcp_tcm60-269786.pdf)

GRIP funding

[SEN Policy](http://www.newmillsschool.co.uk/assets/Uploads/Policies/Special-Educational-Needs-Policy.pdf)

[SEN Report](http://www.newmillsschool.co.uk/assets/Uploads/Schoolinformation/SEN/New-Mills-SEN-report-Oct-2015.pdf)

[Derbyshire Information, Advice and Support Service for SEND](https://www.derbyshireiass.co.uk/)

[DIASS SEND Leaflet](http://www.newmillsschool.co.uk/assets/Uploads/SEN/DIASS-Leaflet.pdf)

[Derbyshire SEND Local Offer](http://www.derbyshiresendlocaloffer.org/)